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ABSTRACT

In this California state curriculum model for grade 5, "United States History and Geography: A New Nation," students study the historical developments leading to the discovery and colonization of North America by European countries and the ensuing interactions between Native Americans, Europeans, and enslaved Americans. The curriculum addresses California state standards; sets a context; poses focus questions; cites expected learning outcomes; discusses assessment; lists key concepts; suggests an essential vocabulary, primary sources, and visuals; and provides a detailed step-by-step procedure for implementing each of the five lessons. Lessons are: (1) "Independence: The Final Decision"; (2) "The Struggle for Freedom"; (3) "The United States Grows Larger"; (4) "Cesar E. Chavez Makes It to California"; and (5) "Exercising One's Rights as a Citizen." A biography and photographs of Cesar Chavez are included. (BT)

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California Department of Education

César Chavéz

Grade Five Model Curriculum and Resources

California Department of Education
P.O. Box 944272
Sacramento, CA 94244-2720
Telephone: 916-319-0791

http://chavez.scientech.com/Teachers/Lessons_4-6.htm#Grade5

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César Chávez Model Curriculum

Grade Five: United States History and Geography: A New Nation

Students in this grade study the historical developments leading to the discovery and colonization of North America by European countries and the ensuing interactions between Native Americans, Europeans, and enslaved Africans.

Standard 5.8 Students trace the colonization, immigration, and settlement patterns of the American people from 1789 to the mid-1800s, with emphasis on the role of economic incentives, effects of the physical and political geography, and transportation system.
5.8.5 Describe the continued migration of Mexican settlers into Mexican territories of the West and Southwest.

Lesson 1 **Independence: The Final Decision**

Students will be able to identify the major causes leading up to the revolutionary war, be able to identify the reasons that this struggle was inevitable, be to engage in a debate presenting the colonists perspective and the British perspective.

Lesson 2 **The Struggle for Freedom**

Students will be introduced to César E. Chávez and understand that he was fighting for basic rights as guaranteed by the Constitution, draw comparisons between the colonists' struggle and the struggle of the farm worker, and understand the plight of the farm worker and why a revolution amongst the group was inevitable.

Lesson 3 **The United States Grows Larger**

Students will identify the reasons that people moved west. Students will identify the causes of the Mexican War in a cause and effect format. Students will identify the how the United States won control of Texas, California, Oregon, and the Southwest.

Lesson 4 **César E. Chávez Makes it to California**

Students will identify the reasons that the Chávez family moved west and will identify the causes the led the Chávez family to lose their land. Students will describe the hardships faced by the Chávez family and many others who moved west.

Lesson 5 **Exercising One's Rights as a Citizen**

Students will identify the reasons why people moved west. Students will identify the causes of the Mexican War in a cause and effect format. Students will identify the manner in which the United States won control of Texas, Oregon, and the Southwest.

Lesson Title:
Independence: The Final Decision
(This lesson, while not directly connected to César Chávez, sets up the grade five lessons to follow.)

Grade Level:
Grade Five Lesson 1

Unit of Study:
U.S. History: The Fight for Freedom

History-Social Science Standard:
5.5 Students explain the causes of the American Revolution

Correlation to K-8 California Adopted Textbooks:
Harcourt Brace. *Early United States.* Unit 4: The American Revolution. Chapter 7: Differences Divide Britain and its Colonies.

McGraw-Hill: *A New Nation.* Unit 5: The Fight for Independence. Chapter 13: The American Revolution.

Setting of Context:
Students should have studied the 13 colonies and have an understanding of the tensions that were building as the colonists became more disgruntled with the mother country. They should have studied the causes and outcomes of the French and Indian War.

The British were victorious in the French and Indian War. The colonists no longer felt threatened by the French and many wanted to explore the territory west of the Mississippi. The war left Great Britain with many debts, and felt that the colonists should help to pay for these debts. The British government began to charge the colonists taxes to help get back the money that was spent during the war. The Americans were not happy with these new taxes like *The Stamp Act* that required that they pay a tax on things like newspapers and other documents. The Americans rebelled against the new taxes and felt they were unfair because they did not help make the law. The British made these laws in a place called Parliament where leaders met to make the laws. These leaders did not include any Americans and they felt that because they were not represented, the laws were unfair.

The British passed more laws like the Tea Tax that forced Americans to pay a tax on the tea that they drank. This made the colonists very angry. They no longer wanted to be ruled by Great Britain. They decided that it was time to take action.

Focus Questions:

What are the events that led colonists to seek liberty from Great Britain?

Were these events justified on the colonist's side?

Did Americans have good reasons to break away from Britain and declare independence?

Expected Learning Outcomes:

Students will be able to identify the major causes leading up to the revolutionary war
Students will be able to identify the reasons that this struggle was inevitable
Students will be to engage in a debate presenting the colonists perspective and the British perspective

Assessments:

Graphic organizer that outlines British action and colonial response

Points of debate

Journal entry: What would I have done if I lived in 1776? Would I have fought for freedom?

T-chart on pros and cons of fighting against Great Britain

Key Concepts:

Revolution and Change

Essential Vocabulary:

taxes
levied
taxation without representation
revolution
laws
Parliament

Primary Sources:

Documents of taxes and levies, stamps for *The Stamp Act* of 1775.

Visuals:

Paintings of the colonist's rebellion: Boston Tea Party, political cartoons or other propaganda depicting the colonists' dissatisfaction or Britain's ridicule of the colonists.

Procedure

Making Connections:

Imagine that it is 1776 and you are an American in the British colonies. You are not happy with the British government that rules you. You do not like the laws that you are being forced to obey. You feel that the taxes that are being levied upon you are unfair. You become so angry that you decide to fight for your freedom.

What would you have done if you had lived in 1776? Would you fight for America to become a free country?

Vocabulary Activities:

Vocabulary hunt: Students will use list of vocabulary words (see above) and hunt for definitions as they scroll through a list that summarizes the events that led up to the Declaration of Independence. This should include the rivalry between France and Great Britain, the French and Indian War, Britain's levying of taxes to pay for the war, *The Stamp Act* of 1765, the Boston Massacre, the Boston Tea Party. The vocabulary words will be buttons that will take them to a card with a glossary of terms.

Procedure

Motivation:

Teacher walks in and announces a new class rule. She/he states that each time a student moves, without permission, the class will lose one minute of recess. The teacher begins to enact the new rule and logs on the board the number of recess minutes lost.

After a few minutes of the new rule, the teacher stops and asks the students how they feel about the new rule. Allow for a discussion. Most students will probably feel that the rule is unfair. After discussion chart the students reasons as to why the rule is unfair.

Guided Instruction:

Part I: The Effects of British Taxation:
The class will be divided in half. One class will play the role of colonists. The other half will play the role of Great Britain. Each group will be given an activity card that will have the event they are to dramatize. The cards will have the following terms:

The Sugar Act
The Stamp Act
The Quartering Act
The Townshend Duties

The students will use their textbooks, other research materials and the Internet to get more information on their term/event. They will then prepare a short presentation that defines or illustrates their term. These will be presented to the class and as it is presented, the groups watching should take notes on the major points illustrated.

Practice/Assessment Opportunity:

Use the information gathered to complete the graphic organizer on the effects of British taxation:

The Effects of British Taxation

Act	**British** Action	Colonial Reaction	British Response
Sugar Act			
Stamp Act			
Quartering Act			
Townshend Duties			

Part II: Putting Your Money Where Your Mouth Is
Students will choose a point of view: British or Colonist and prepare a debate outlining three reasons for their point of view. The teacher will award "telling points" for information presented correctly. The side with the most telling points wins.

Practice/Assessment Opportunity:
The students will be given a character, merchant, farmer, laborer, apprentice, shopkeeper, professional, slave, indentured servant. They will create a Pro and Con chart based on their character outlining their reasons for wanting independence or for remaining loyal to Britain.

Students can create a web page that outlines what they have learned. New information will be added as they acquire more knowledge and progress through the remaining lessons.

Service Learning:

Identify the Problem: Every community has some type of taxes placed upon the people. These may range from sales tax to property taxes. Most people complain about taxes. Why? Find out what kind of taxes there are in the community and how people feel about the taxes.

Possible Solution: Find out what kind of taxes there are in the community and how people feel about the taxes. Establish where to find the information on taxes in your community (probably through local government). Develop a survey of people on how they feel about taxes and whether they know what the money is used for?

Plan of Action: Conduct the research and the survey. Tabulate the results as a class and make charts reflecting the data.

Reflection: Students should discuss the results of their survey and try and speculate why people responded the way they did. The class may want to share their results with the administration or someone from local government.

Enrichment:

Have the students research on the net what films have been made about the Revolutionary War. Have they seen any of these films? Lead a discussion on whether films usually portray an accurate view of history. HistoryChannel.com is an excellent resource.

Lesson Title:
The Struggle for Freedom

Grade Level: Grade Five Lesson 2

Unit of Study: U.S. History: A New Nation

History-Social Science Standard:

5.7 Students describe the people and events associated with the development of the U.S. Constitution and analyze the Constitution's significance as the foundation of the American Republic.

Correlation to K-8 California Adopted Textbooks:

Harcourt Brace. *Early United States*. Unit 5: The New Nation. Chapter 9: The Constitution. Chapter 10: A New Government Begins. Unit 8: Americans, Then and Now. Chapter 16. The Promise of America.

McGraw-Hill: *A New Nation*. Unit 6: Building the U.S. Chapters 14 and 15. Unit 8: The U.S. Past and Present. Chapters 19 and 20.

Setting of Context:

Students have studied aspects of colonial America in which they have learned that colonists felt that the British were treating them unfairly. They have studied the American Revolution and the making of a new nation based on the government formed by the founding fathers and grounded in the Constitution. They should have studied how the Constitution was drafted and understand the rights guaranteed by the Constitution.

Show students the phrase "taxation without representation". Ask them to recall the importance of this statement and the struggle that the colonists faced in order to gain their independence from Great Britain.

The Constitution has served as the basis of the American government since 1787. The Constitution forms the legal basis of our government and the *Bill of Rights* is a list of rights that every American should have.

Focus Questions:

Do you think that *The Constitution* and *The Bill of Rights* always protect citizens?

Do you think that everyone is treated fairly because they live in the United States?

Do you think that all Americans have been treated fairly since they separated from

Great Britain?

What barriers did farm workers face in order to obtain better working conditions and wages?

How did farm workers overcome these barriers?

Who kept these barriers in place?

What was the result of these efforts?

Expected Learning Outcomes:

Students will be introduced to César E. Chávez and explain that he was fighting for basic rights as guaranteed by the Constitution

Students will draw comparisons between the colonists' struggle and the struggle of the farm worker.

Students will explain why a revolution amongst the group was inevitable

Assessments:

Journal of information gathered during lessons

T-chart and poem on freedom

Pamphlet on the plight of the farm worker

Key Concepts: Protection of rights, equality

Essential Vocabulary:

The Bill of Rights
The Constitution
citizens
protect
unfair practices
basic human rights
civil rights
unfair labor practices
freedom
obstacle.

Primary Sources:

The Constitution, The Bill of Rights, photos of farm workers

Visuals:

- Picture of César E. Chávez http://chavez.scientech.com/teachers/lessons/resources/pictures/cesarportrait,unk,ufw.jpg
- picture of migrant farm workers http://chavez.scientech.com/teachers/lessons/resources/pictures/africanamericanfarmworkers,florida,cs.jpg
- picture of migrants working http://chavez.scientech.com/teachers/lessons/resources/pictures/pickingcarrots,unk,nellcampbell,ufw.jpg
- picture of migrants traveling from place to place http://chavez.scientech.com/teachers/lessons/resources/pictures/ssa_gov_Dorothea_Lange_1938_Family_on_Road.gif
- picture of housing for migrant farm workers http://chavez.scientech.com/teachers/lessons/resources/pictures/farmworkerhousing2,unk,cs.jpg
- picture of children in the fields http://chavez.scientech.com/teachers/lessons/resources/pictures/childharvestingpotatoes,unk,ufw.jpg
- Numerous examples can be found in the Photo Archive at http://chavez.scientech.com:8080/6bec47%3Aea792358ca%3A-7ff7

Procedure

Motivation:

Remember the new rule that was made where every time you moved, you lost a minute of recess? Do you remember how that made you feel? Stop to listen to responses.

Today, we have a new rule. In order to earn recess minutes you must finish all of your work and each assignment will earn you recess minutes. During work time, you are not allowed to talk, rest, use the bathroom, or drink water.

Determine an amount of time for the activity. An hour should work well and get the point across.

Teacher then posts the following payment schedule:

Payment for work in recess minutes

Product	Payment
1 page of written text, neatly done, error free	30 seconds
30 math problems, no errors	45 seconds
20 spelling words and	60 seconds
10 pages of text read	60 seconds

Followed by the following schedule:

Loss of time for activities

Activity	Time lost
Talking	60 seconds
Resting	120 seconds
Drinking water	240 seconds
Going to bathroom	240 seconds

Teacher asks if everyone understands and then instructs students that they are to work for an hour. As students begin work, the teacher should monitor the activities that would lose time for students and keep a record. At the end, the teacher will calculate the work completed and then tell the students the amount of recess time they have earned. In most instances, students will probably be in the negative and not receive any minutes of recess time.

Making Connections:

This activity should help the students to draw parallels on their previous study of how the colonists felt they were being treated unfairly and bring to their attention that even in contemporary times, many people are not being treated fairly and in many cases, their rights are being violated. They will begin to do research on César E. Chávez and learn about the many injustices that farm workers were forced to endure. They will keep a journal of the information they gather.

Guided Instruction:

Part I: César Chávez
Show the picture of César Chávez as an introduction for the students. Have students read the primary level biography. They should highlight important facts and take notes.

Practice/Assessment Opportunity:
Students will create a biocard on César Chávez either with construction paper or create one on the computer outlining the important facts they learned about him during the reading and using any notes they have taken. All cards will then be connected to make a bio-slide-show on César E Chávez.

Part II: *La Causa*: The Migrant Farmworkers' Story
Use the information from the biography and other documents from the primary source material site to gain an understanding of the life of a farm worker. Students should explore Cesar's trials and tribulations as a young farm worker and how they instilled in him the desire to help others.

Another excellent resource for this lesson is *La Causa: The Migrant Farmworkers' Story* by Dana Catharine de Ruiz and Richard Larios.

Part III: Organizing the Union

Setting the Context: Have students recall that when the colonists were dissatisfied with Great Britain, they had to make a decision. They had to decide to fight for their freedom or to always be ruled and dominated by Great Britain. Even though they were unhappy, many colonists were afraid to fight against the mother country. The same situation existed with the farm workers. Many wanted better conditions, but were afraid to fight for what they felt they deserved and wanted.

Activity:

Vocabulary T-chart:

In groups have students write or draw what they think freedom is. This can be done on paper or using the computer. Students should put the word freedom as the heading of the T-chart and one side should say ***Looks like*** and the other ***Is not***:

Students can use words or pictures to illustrate each side of the T-chart.

Students can then write a short poem using the following frame:

Freedom is
Freedom is/not Freedom is
Freedom is not
As Americans we have the right to be free.

Introduce the slogan: *Viva la Causa* along with the translation. Have students do a quick write on what they think it means and have a quick share out of what they wrote.

Tell students that this was the slogan chosen by the farm workers to make their cause known to all. Again have students explore the biography and other information to enhance their knowledge of the founding of the union.

Practice/Assessment Opportunity:

Create a pamphlet that outlines the plight of the farm workers. It should discuss the long hours, low wages, lack of water and bathrooms in the fields, the poor living conditions. It should include information on the movement to unionize farm workers

Enrichment:

Students can add a section to their web page on farm workers that compares their situation to that of colonists prior to the Revolution.

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Picture of César E. Chávez

Picture of Migrant Farm Workers

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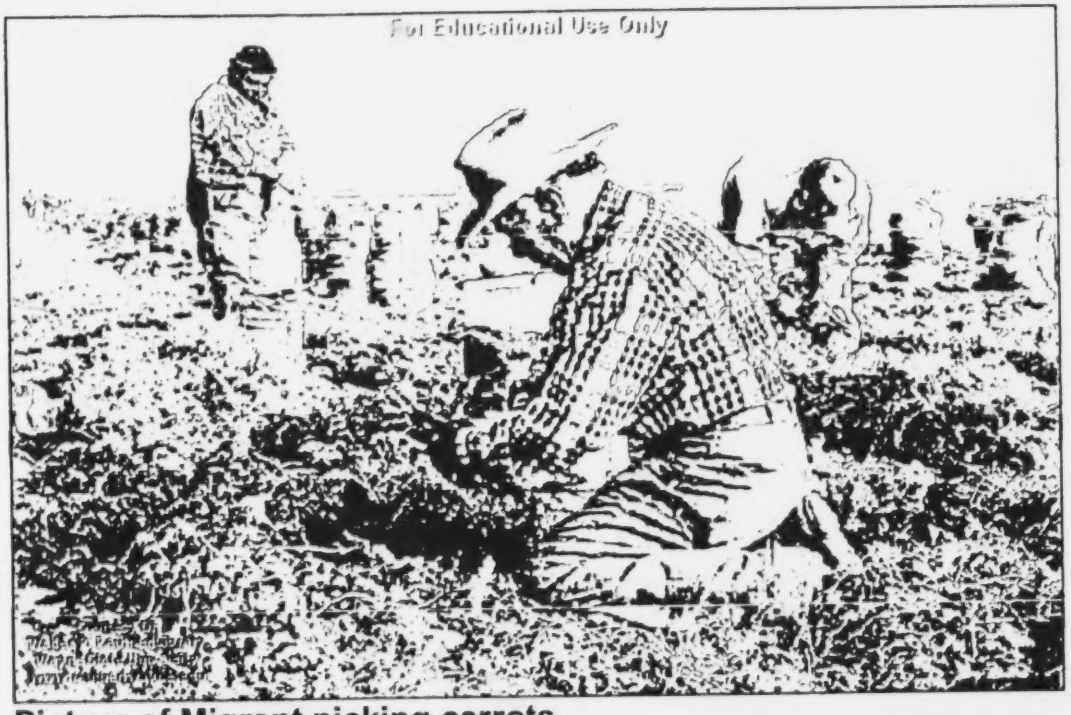

Picture of Migrant picking carrots

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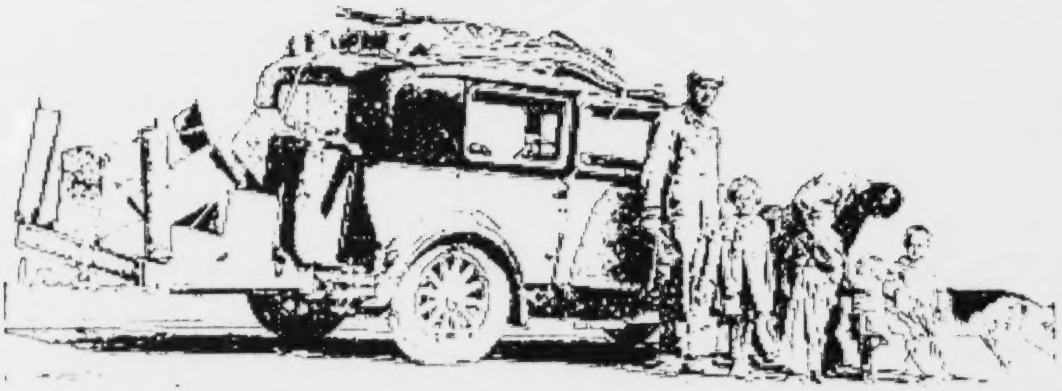

Picture of migrants traveling from place to place

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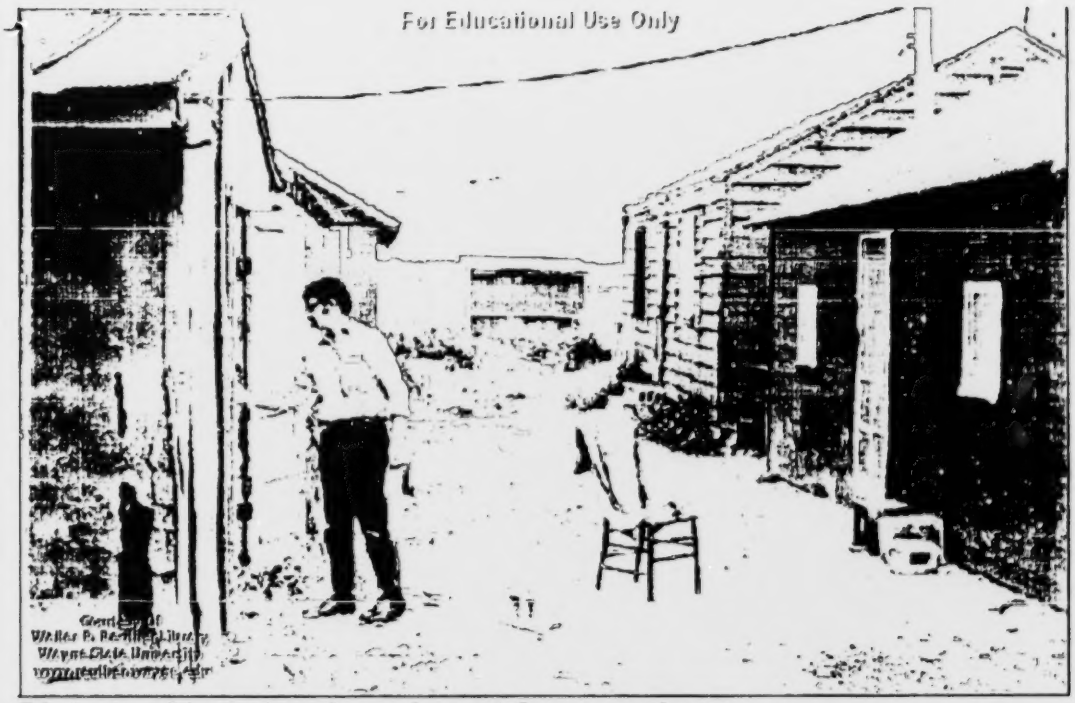

Picture of housing for migrant farm workers

Picture of children in the fields

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Lesson Title:
The United States Grows Larger

Grade Level: Grade Five Lesson 3

Unit of Study: U.S. History and Geography: A New Nation

History-Social Science Standard:

5.8.5 Describe the continued migration of Mexican settlers into Mexican Territories of the West and Southwest.

Correlation to K-8 California Adopted Textbooks:

Harcourt Brace: *Early United States*. Unit 6: Our Nation Grows. Chapter 12: The Way West.
McGraw-Hill. *A New Nation*. Unit 7: Westward expansion and Change. Chapters 16 and 17.

Setting of Context:

Mexico belonged to Spain for 300 years until 1821 when it became an independent country. At that time Texas was also a part of Mexico. Even though Texas belonged to Mexico, Americans moved there for cheap land and the freedom of the frontier. Some of the Americans to arrive in Texas were led by Stephen Austin who dreamed of founding a new American community. He had permission from Mexico to establish a settlement. In order to get approval, settlers had to agree to learn Spanish, become Catholic, and they were not allowed to bring slaves.

Soon, there were more Americans than Mexicans living in Texas. These Americans did not want to follow Mexican laws regarding religion and slavery. The new President of Mexico, Antonio Lopez de Santa Anna decided to not allow any more Americans to enter Texas. He sent soldiers to remove a cannon from the city of Gonzales, but the Americans fired upon the soldiers and a war began. In San Antonio, a small group of American soldiers held out against the Mexican army at a mission called the Alamo. In the end, the Mexican soldiers killed everyone at the mission, including Davie Crockett and Jim Bowie, two famous frontiersmen.

As the battle of the Alamo was taking place, other settlers were meeting to declare Texas independent and to ask Sam Houston to lead their new army. Houston agreed and with the famous cry of "Remember the Alamo!" he and his army quickly defeated Santa Anna. Texas had won its independence. Texas became a state nine years later.

This angered Mexico and led to a war between the United States and Mexico. The United States won the war and gained California and a huge territory between California and Texas.

Focus Questions:

Why did people move west?

Why did Americans want to settle in Texas?

What problems did Americans and Mexicans have in Texas?

How did Texas become an independent republic in 1836?

How did the United States win control of Texas, California, Oregon, and the Southwest?

Expected Learning Outcomes:

Students will identify the reasons that people moved west.

Students will identify the causes of the Mexican War in a cause and effect format.

Students will identify the how the United States won control of Texas, California, Oregon, and the Southwest.

Students will label and color a map correctly identifying who controlled the territory prior to the Mexican war.

Students will label and color a map correctly identifying who controlled the territory after the Mexican war.

Assessments:

Time line of maps showing how the territories were claimed

Top 10 list of reasons people moved west

Cause and effect slideshow

Maps of territories

Advertisement for territory in the west

Key Concepts:

independence
migration
movement
changes

Essential Vocabulary:

citizens
property
conflict
requisites
fort
settlements
advertisement

Primary Sources:

Any available pictures or illustrations of the battle of the Alamo, advertisements encouraging settlement in Texas, advertisements used to get new settlers to the west.

Maps of territories showing ownership, evolution of maps showing when territories changed ownership.

Visuals:
See above pictures and illustrations.

Procedure

Motivation:

Imagine that you see and advertisement for a new school. The new school is newly built and offers many new opportunities. The classrooms are all fully equipped with state of the art equipment like laptop computers, with cable access to the World Wide Web. The school grounds are beautifully landscaped and have a football field, a baseball diamond, an Olympic sized pool, a skating rink, bowling alley, and a gymnasium. The advertisement guaranteed that everyone attending would be a star.

Keep in mind that at your school, which is not quite as well equipped as the new school, not everyone is a star. Imagine that at your current school you were just one of the many students. At your school, you were being followed by the librarian strongly urging to pay your fines, and your teachers wanted you to turn in your missing assignments. This new school offers you the opportunity to go to a place where everyone is going to be successful. In order to take advantage of this opportunity, there are only three requirements. You must learn Spanish, must wear the school uniform, and you could not talk to friends that did not attend the school. You think it over for a while and decide to change schools.

Making Connections:

People seem to be always looking for something better. What are reasons why people

want to change? What things do you want to see changed? Is the change always good? Why or why not? Does changing of schools really work?

Vocabulary Activities: Take each of the vocabulary words and first define each. Then, use each of the words in a sentence, different than just the meaning, to demonstrate knowledge of the definition.

Guided Instruction:

Part I: New Opportunities
The school you were asked to imagine is not that different from the settlement of Texas in the 1820s. You are now going to watch a slide show that shows the migration of people into Texas, which at that time, belonged to Mexico.

**Insert slide show that outlines why and how Americans migrated to Texas.*

Practice/Assessment Opportunity:
Students will use the information from the slideshow and do further research to create a cause and effect storyboard of the events that led to the Mexican War.

The following is an example. Students should include more details and finish with the Mexican Cession.

Cause	Effect
Mexico wins its independence from Spain	Texas is part of Mexico's territory
Mexico wants new settlers to settle in Texas	Americans move into Mexican territory looking for cheaper land and more freedom
Mexico sets conditions for settlers: Must learn Spanish, must become Catholic, cannot bring slaves	Americans try to follow the conditions, but many ignore them

This information can be used to create a multimedia presentation (Hyperstudio, PowerPoint, ClarisWorks slideshow) including graphics and sound that illustrate the knowledge the students have gained.

Part II: The Power of Words
César Chávez was a man who believed in the power of words. He believed that words could help solve problems. Words are also a powerful tool in bringing about change. Words can move people to make life changes.

People who moved west were influenced by the words they saw on advertisements that talked about the many opportunities available in the west. Many of these advertisements prompted people to leave everything they had behind in order to have the opportunity to have land, freedom, and riches.

Practice/Assessment Opportunity:
Create an advertisement that would help convince people to move west. Use your prior knowledge to include important information about the territory that would make people want to move into an unknown territory.

Enrichment:
Students could read biographies and do biographical sketches of people from the westward movement.

Integrating Language:
1) Prereading skills will activate prior knowledge through classroom discussion. Active discussion will be used in reviewing the primary source documents.

2) Speaking and listening skills will also be used when students share the cause and effects of the Mexican War.

3) Presentation skills will be worked on through a formal slide presentation of the causes and effects of the Mexican War.

Lesson Title:
César Chávez Makes it to California

Grade Level: Grade Five Lesson 4

Unit of Study: U.S. History and Geography: A New Nation

History-Social Science Standard:

5.8.5 Describe the continued migration of Mexican settlers into Mexican Territories of the West and Southwest.

Correlation to K-8 California Adopted Textbooks:

Harcourt Brace: *Early United States*. Unit 6: Our Nation Grows. Chapter 12: The Way West.

McGraw-Hill. *A New Nation*. Unit 7: Westward Expansion and Change. Chapters 16 and 17.

Setting of Context:

Students should have biographical information on César Chávez that includes that he was born in Yuma, Arizona and that he lived with his family on his grandfather's farm.

Many Mexicans left Mexico in search of freedom. César's grandfather, Césario, was one of them. He wanted to escape from the hacienda system in which he was no more than a slave. They reached Arizona, where he homesteaded a piece of land. The Chávez family worked and lived on the land. César's father, Librado, helped his father take care of the land.

When he married Juana Estrada, Librado became a businessman by his own right. He ran a grocery store, car repair shop, and a pool hall. César's early memories of life on the land are of happy times.

The Great Depression hit many families and changed their lives forever. At first, the Chávez family was not greatly affected, but soon their clients, many of whom were family members, could not pay for the items they had received on credit. Librado soon owed a large sum of money in back taxes. He eventually lost the land and the family was forced to leave. They joined the trek of many other families to find work in the fields. This is how César began his life as a migrant worker.

Focus Questions:

Why did the Chávez family move?

Were their rights being violated?

What problems did Mexican Americans face in the 1930s and 1940s?

How did César's early years influence his work as an adult?

Expected Learning Outcomes:

Students will identify the reasons that the Chávez family moved west.
Students will identify the causes the led the Chávez family to lose their land.
Students will describe the hardships faced by the Chávez family and many others who moved west during their travels and when they arrived.
Students will be able to trace on a map the Chávez' route to California.
Students will trace the crop calendar that many farm workers lived by.

Assessments:

Travel diary from the perspective of a migrant farm worker
Map of route followed by the Chávez family
Time line of crops and the seasons in which they are harvested
Fact finding sheet on produce
Graph of yearly sales of selected of produce compared to yearly cost of labor for harvesting the crop

Key Concepts:

The struggle of the migrant farm worker

Essential Vocabulary:

homestead
Great Depression
season
crop
migrant

Primary Sources:

Maps of crops and the seasons in which they are harvested
Newspaper ads or circulars from grocery stores that have ads for produce

Visuals:

- Map of the United States
- Picture of migrant workers http://chavez.scientech.com/teachers/lessons/resources/pictures/farmworkerhousing2,unk,cs.jpg

- Picture of the Dust Bowl http://chavez.scientech.com/teachers/lessons/resources/pictures/ssa_gov_Dorothea_Lange_1938_Family_on_Road.gif
- Numerous other pictures can be found in the Photo Archive at: http://chavez.scientech.com:8080/6bec47%3Aea792358ca%3A-7ff7

Procedure

Motivation:

Ask students to cut out pictures of the produce that they eat. They will glue these on a piece of drawing paper and then they will share out in small groups.

Guided Instruction:

Part I: The food we eat
Now that you have learned what some of your favorite types of produce are, you will be conducting some research to discover more facts.

Practice/Assessment Opportunity:
Take the names of the items selected by students. Write these on strips of paper and place in a container. Each group will select four items. Once the items are selected, distribute the Fact Finding Sheet. A sheet should be completed for each item. You can use any sources available to you: books, the Internet, interviews with produce workers at market, and so on.

This lesson should take a few sessions in order for students to find resources. Once they have completed the assignment, have groups share their findings. The sheets can be compiled into a book for future reference. Students may also post findings on the web page that was created.

Part II: Fruits of Labor
The fact-finding sheets should be used to dialogue about the amount of money made on items in comparison to the amount of money that is paid to the farm workers.

Guided Instruction:

The plight of the farm worker has always been that they are not justly compensated for the backbreaking work that they do on a daily basis. In your fact finding, you found out how much laborers are paid to harvest a crop and how much companies make on a yearly basis on certain crops. While there are other costs involved, the farm worker is still under compensated for the work they do. Many of them cannot afford to buy the crops that they harvest.

This was the case for the Chávez family as well as most migrant farm workers. This was one of the primary reasons that César became a labor organizer. He felt that all people should be treated equally and with dignity. He wanted people everywhere to

understand that farm workers labored very hard to bring food to the tables of others.

Practice/Assessment Opportunity:
Your next assignment is to research the following:
1) wages of migrant farm workers since 1940
2) select one crop and research its yearly sales in dollars since 1940

You will then put this information into a spreadsheet and create a graph from the spreadsheet.

Part III: On the Move
Setting the Context:
César Chávez' parents were forced off their land and had to join many other families who were looking for work in the fields. Listen to this narrated tour of the movement of the Chávez family. As you listen, mark on the map the route that they followed.

Narrated tour of the Chávez' family travel routes once they left Arizona. It should have text and graphics. The students will be given a map of the United States and as the narration guides them, will mark the cities and states that the family traveled through on their way to California.

Enrichment:

Visit your local market and interview the produce manager or worker. Ask them to read the labels on the boxes of produce. Keep a log of the different places and then create a map that shows the item and where it comes from.

Fact Finding Sheet

You are responsible for finding the following information about your item:

Name of item:

Current market value per pound:

Where it is grown:

Map showing location where it is grown:

Labor used to harvest:

Hourly pay of labor:

Primary consumer:

Where it is exported:

Yearly sales in dollars:

Other products made from item:

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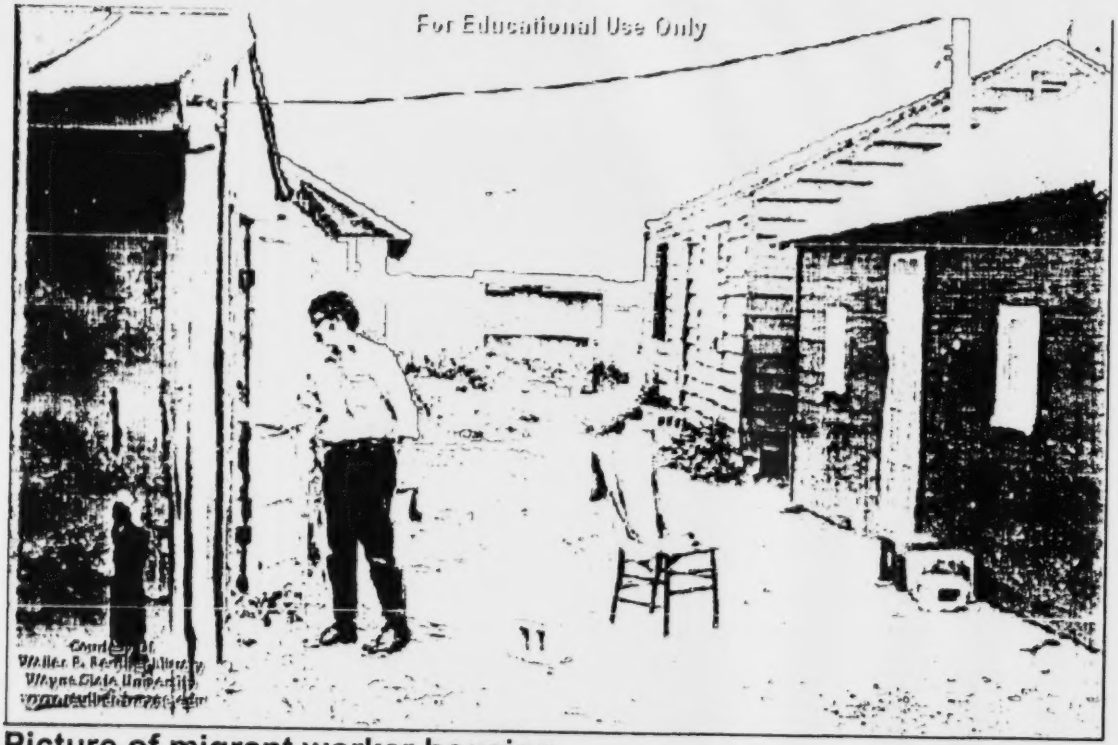

Picture of migrant worker housing

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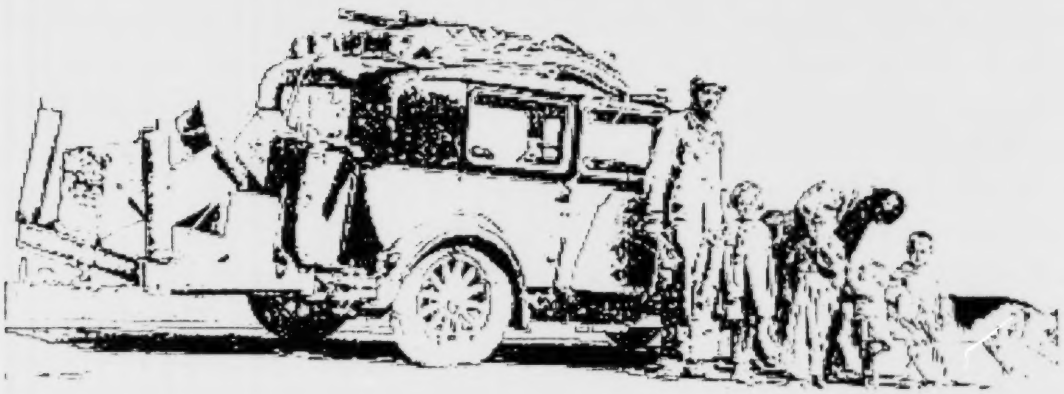

Picture of migrant family from the Dust Bowl

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Lesson Title:
Exercising One's Rights as a Citizen

Grade Level: Grade Five Lesson 5

Unit of Study: U.S. History

History-Social Science Standard:

5.7.5 Discuss the meaning of the American creed that calls on citizens to safeguard the liberty of individual Americans within a unified nation, to respect the rule of law, and to preserve the constitution.

Correlation to K-8 California Adopted Textbooks:

Harcourt Brace. *Early United States.* Unit 5: The New Nation. Chapter 9: The Constitution. Chapter 10: A New Government Begins. Unit 8: Americans, Then and Now. Chapter 16: The Promise of America.

McGraw-Hill: *A New Nation.* Unit 5: The Fight for Independence. Chapter 13. Unit 6: Building the U.S. Chapters 14 and 15. Unit 8: The U.S. Past and Present. Chapters 19 and 20.

Setting of Context:

The rule of law is important to any society. Our neighborhoods and cities must have a rule of law in order to maintain the public order and to provide safety for all of its citizens. Sometimes we must protect U.S. citizens when they are outside of the Country. Many of the Texans still thought they were U.S. citizens living in Texas and wanted the protection of the United States.

Focus Questions:

Why did people move west?

Why did Americans want to settle in Texas?

What problems did Americans and Mexicans have in Texas?

How did Texas become an independent republic in 1836?

How did the United States win control of Texas, Oregon, and the Southwest?

Expected Learning Outcomes:

- Students will identify the reasons why people moved west.

- Students will identify the causes of the Mexican War in a cause and effect format.
- Students will identify the United States won control of Texas, manner in which the U.S. won control of Oregon, and the Southwest.
- Students will label and color a map correctly identifying who controlled the territory prior to the Mexican War.
- Students will label and color a map correctly identifying who controlled the territory after the Mexican War.

Assessments:

Time line of maps showing how the territories were claimed
Top 10 list of reasons people moved west
Cause and effect slideshow
Maps of territories

Key Concepts:

independence
migration
movement
changes

Essential Vocabulary:

Mexican War
republic
territories
Santa Ana
Sam Houston
Treaty of Guadelupe Hidalgo
citizens
property
conflict
requisites
fort

Primary Sources:

Any available pictures or illustrations of the battle of the Alamo, advertisements encouraging settlement in Texas.

Maps of territories showing ownership, evolution of maps showing when territories changed ownership

Visuals:

Map of Texas
Map of northwest U.S.
Pictures of Santa Ana and Sam Houston

Procedure

Motivation:

Imagine that you see and advertisement for a new school. The school is newly built and offers many new opportunities. The classrooms are all fully equipped with state-of-the-art equipment like laptop computers with cable access to the World Wide Web. The school grounds are beautifully landscaped and have a football field, a baseball diamond, an Olympic-sized pool, a skating rink, a bowling alley, and a gymnasium. The advertisement guarantees that everyone attending would be a star.

Keep in mind that at your school, which is not quite as well equipped as the new school, not everyone is a star. Imagine that at your current school you were just one of the many students. You were being followed by the librarian who was strongly urging pay your fines, and your teachers wanted you to turn in your missing assignments. This new school offers you the opportunity to go to a place where everyone is going to be successful. In order to take advantage of this opportunity, there are only three requirements. You must learn Spanish, must wear the school uniform, and you cannot talk to friends that do not attend the school. You think it over for a while and decide to change schools.

Guided Instruction:

Part I: New Opportunities
The school you were asked to imagine is not that different from the settlement of Texas in the 1820s. You are now going to watch a slide show that shows the migration of people into Texas, which at that time belonged to Mexico.

Practice/Assessment Opportunity:
Students will use the information from the slideshow and do further research to create a cause and effect storyboard of the events that led to the Mexican War.

Part II:
The following is an example. Students should include more details and finish with the Mexican Cession.

Cause	Effect
Mexico wins its independence from Spain	Texas is part of Mexico's territory
Mexico wants new settlers to settle in Texas	Americans move into Mexican territory looking for cheaper land and freedom
Mexico sets conditions for settlers	Must learn Spanish, become Catholic
Cannot bring slaves	Americans try to follow conditions-but many ignore them

This information can be used to create a multimedia presentation (Hyperstudio, PowerPoint, ClarisWorks slideshow) including graphics and sound that illustrate the knowledge the students have gained.

Use the book: La Causa: *The Migrant Farmworkers' Story* by Dana Catharine de Ruiz and Richard Larios.

Activity:
Students should read the story entitled *Cheated* to gain an understanding of the life of a farm worker, especially the life of César Chávez and how his trials and tribulations as a young farm worker instilled in him the desire to help others.

Part III: Organizing the Union
Setting the Context:
Have students recall that when the colonists were dissatisfied with Great Britain, they had to make a decision. They had to decide to fight for their freedom or to always be ruled and dominated by Great Britain. Even though they were unhappy, many colonists were afraid to fight against the Mother Country. The same situation existed with the farm workers. Many wanted better conditions, but were afraid to fight for what they deserved and wanted, which is freedom.

Vocabulary T-chart:
In groups, have students write or draw what they think freedom is. This can be done on paper or using the computer. Students should put the word freedom as the heading of the T-chart; one side should say **Looks like** and the other **Is not:**

Freedom

Looks like **Is not**

Students can use words or a picture T-chart.

Students can then illustrate each side of the poem using the following frame:

Freedom is not Freedom is

Freedom is not

As Americans, we have the right to be free.

Introduce the slogan: *Viva la Causa*, along with the translation. Have students do a quick write on what they think it means and have a quick share of what they wrote.

Tell students that this was the slogan chosen by the farm workers to make their cause known to all. Have students read Chapter 3 *Viva la Causa!* in *La Causa: The Migrant*

Enrichment:
The Farmworkers' Story by Dana Catharine de Ruiz and Richard Larios.

Practice/Assessment Opportunity:
Create pamphlet that outlines the plight of the farm workers. It should discuss the long hours, low wages, lack of water and bathrooms in the fields, the poor living conditions. It should include information on the movement to unionize farm workers.

Students can add a section to their web page on farm workers that compares their situation to that of colonists prior to the Revolution.

Biographical Sketch
Grade Five Level

CÉSAR E. CHÁVEZ (1927-1993)

Union leader; Civil Rights Leader; Spiritual Leader;
Environmentalist; Humanitarian; Activist for Social Justice

Photo Courtesy of UFW

Introduction

César E. Chávez was a Latino farm worker who became a great force as a union leader, civil rights leader, environmentalist, and humanitarian. With courage, sacrifice, and hope, he provided service to others and dedicated his life to bring justice, dignity, and respect to farm workers and to poor people. He worked to improve the lives of farm workers and he led the United Farm Workers to victory in their fight for better working and living conditions. He led a nonviolent social movement to bring about change and to demand civil rights. His efforts against the use of harmful pesticides gained the support of citizens across the State of California and throughout the United States. He inspired millions of people to work and support his efforts for social change and justice. He received numerous honors for his work including the Presidential Medal of Freedom Award, the highest honor awarded to a civilian, and the creation of a holiday and day of service and learning by the State of California.

Childhood

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Photo Courtesy of César E. Chávez Foundation

César and his sister are standing outside their home.

He was born in 1927 on a small farm near Yuma Arizona to Librado and Juana Chávez, and was one of six children. His grandparents had come to the United States in the 1880's to escape the poverty of Mexico. As a child César was influenced by his mother and grandmother who taught him about kindness, feeding the hungry, nonviolence, and they also gave him a deep sense of spiritual faith. His father taught him to be a man of action that stood up for others. In 1938 during the Great Depression, César was ten years old and his family lost their land in Arizona. The family was forced to join the 30,000 migrant farm workers that traveled throughout California looking for work harvesting food in the fields.

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Life as a Farm Worker

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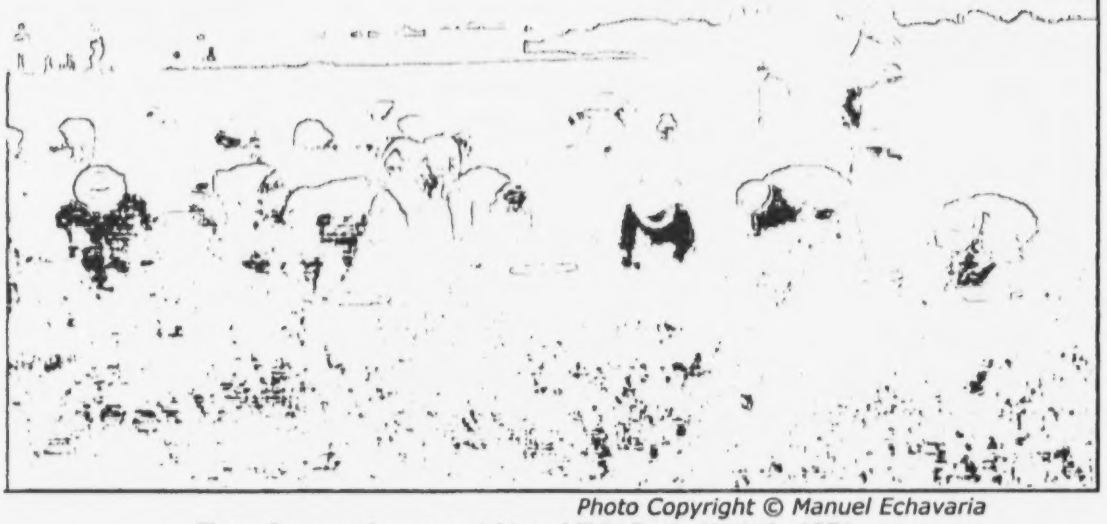

Photo Copyright © Manuel Echavaria

These farm workers are picking chili in Santa Maria in 1971.

"We draw our strength from the vary despair in which we find we have been forced to live. We shall endure." César E. Chávez

For ten years, César's family traveled as migrant farm workers in California looking for work harvesting crops in the fields. They moved from town to town in order to find work. Once they found work, they had to rent run-down shacks with no heating or water from the growers who owned the land. There were so many farm workers looking for work that the growers could treat them however they wanted. If the workers complained, the growers would fire them. The Chávez family worked long hours in the fields, from 3:00 am until sunset, and were paid so little they often did not have enough money to buy food. César lived in the poverty shared by thousands of migrant farm worker families, and later said that the suffering made him strong.

The Pain of Prejudice

César experienced the pain prejudice as a small child in Arizona and later in California. César spoke only Spanish as a child, and the children at school would make fun of his accent and call him "dirty Mexican." Teachers would hit him with rulers if he spoke Spanish in school. In California a teacher made him wear a sign around his neck, which read, "I'm a clown I speak Spanish." When he was ten, he tried to buy a hamburger at a diner with a sign that read "white trade only." The girl behind the counter laughed at him and told him that they didn't serve Mexicans. César felt the pain of being treated unfairly just because he was different. This pain stood with him his entire life, and as an adult the pain shaped his commitment to make all people feel as if they were worthy human beings no matter what color they were.

César Forced to Leave School

"There is so much human potential wasted by poverty, so many children are forced to quit school and go to work." César E. Chávez

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Photo Copyright © Manuel Echavaria

Young children worked with the family sharecropers planting strawberries in the Santa Maria Valley in 1970.

In 1942, when César was in eighth grade, his father was in a car accident and César quit school in order to work in the fields with his brother and sister. César did not want his mother to have to work. Working in the fields was very difficult. The growers demanded that farm workers use the short-handled hoe, so that workers could be close to the ground while thinning the plants; this hoe caused severe back pain. Often there was no clean water to drink or bathrooms for the farm workers to use and they had to work around dangerous pesticides. César worked long hours and felt that the growers treated farm workers without dignity as if they were not human beings and he knew this was not right.

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César Joins the Navy

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Photo Courtesy of César E. Chávez Foundation
César in his Navy Uniform.

In 1944, César joined the United States Navy and served overseas for two years. While in the Navy he witnessed that other people suffered the pain of prejudice because they spoke different languages or were of different heritages. When he returned from the Navy he went returned to Delano to help his family work in the fields.

Marriage

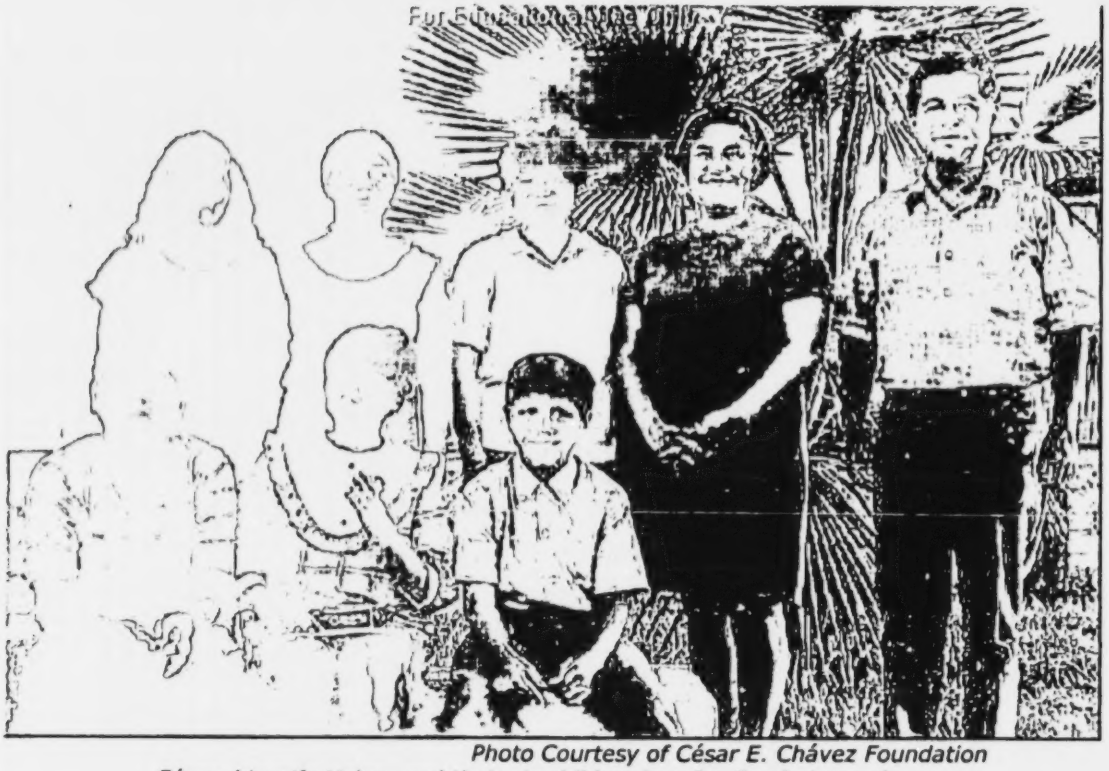

Photo Courtesy of César E. Chávez Foundation

César, his wife Helen, and their six children in a family photograph.

In 1948, when César was twenty-one years old, he married Helen Fabela, and together they had eight children. Helen became an important partner with César as he began to fulfill his dream of improving the lives of farm workers.

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A New Life of Service

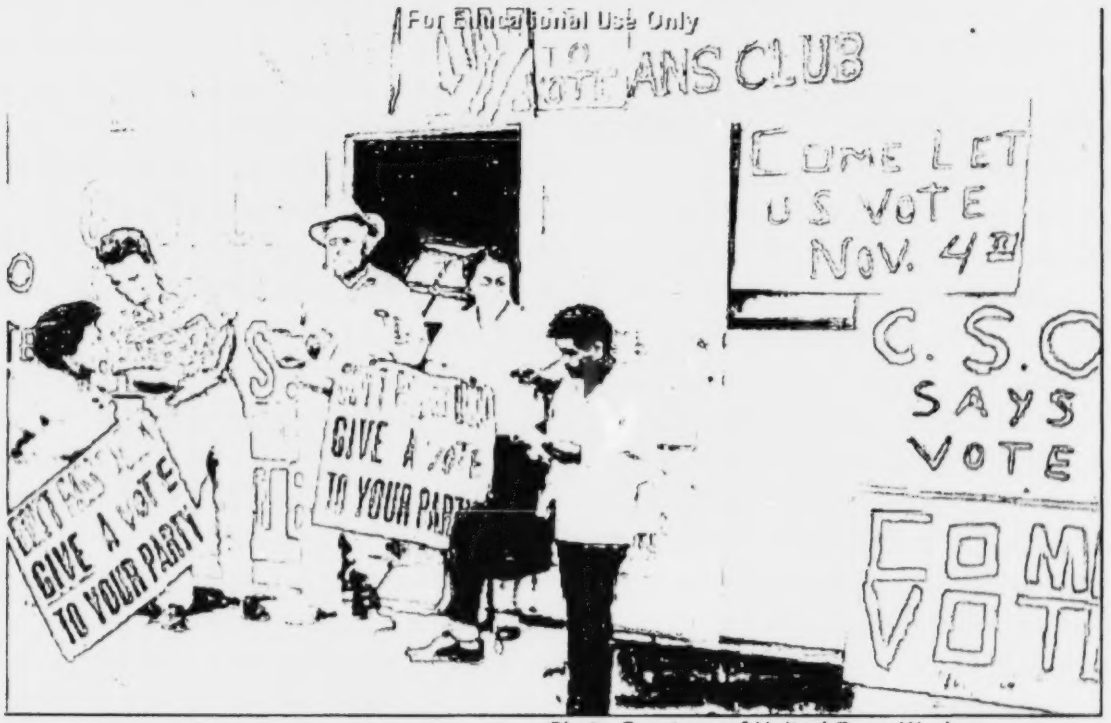

Photo Courtesy of United Farm Workers
César and other Community Service Organization members
are preparing to "Get Out The Vote."

"My motivation to change these injustices came from my personal life ... from watching what my mother and father went through when I was growing up; from what we experienced as migrant farm workers in California." César E. Chávez

In 1948, César met people and read books that would change his life forever. He met Father McDonnell who spoke to César about solving the poverty and unjust treatment of the farm worker. He asked César to read books on labor history, St Francis of Assisi, and Luis Fisher's Life of Gandhi. From these books, César learned about the history of unions, nonviolence, sacrificing to help others, and social change, and these ideas reminded him of his family's teachings. César said that it was at this time in his life when his real education began.

In 1952, César met Fred Ross, who worked for the Community Service Organization, (CSO). Fred Ross explained how people who lived in

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poverty could build power for themselves and begin to help themselves. César went to work for the CSO and registered many Latino voters. César became the Director of the CSO in California. In Oxnard, California, César helped farm workers regain their jobs, but they soon lost their jobs again. César knew that the farm workers needed to form a union that would give them the power to win legal contracts that protected their rights. The CSO did not want to form a farm worker's union, so César quit the CSO in order to be able to work and build a union for farm workers.

The United Farm Workers

"It's ironic that those who till the soil, cultivate and harvest fruits and vegetables and other foods that fill your tables with abundance have nothing left for themselves." César E. Chávez

Photo Copyright © Manuel Echavaria

César (in the dark jacket) with farm workers on the picket line during 1973 Grape Strike.

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In 1962, César and his wife Helen moved with their children to Delano, California, in order to create a farm workers union. César worked for three years recruiting and teaching farm workers how to solve their problems. Since César did not earn much money while organizing farm workers, Helen worked picking grapes to support the family. The farm workers grew to trust César and many decided to join his union.

César needed help and asked people to join him in Delano to help him organize and to become leaders in the union. These people came and worked without pay, and were fed by farm workers. César thought it was beautiful to be able to give up everything in order to help others. In 1962, the National Farm Workers Association (NFWA) was born. It would later become known as the United Farm Workers (UFW). César E. Chávez was elected president, Dolores Huerta and Gilbert Padilla, vice-presidents, and Antonio Orendain, secretary-treasurer. The union adopted a flag that had a black eagle which represented the dark situation the farm worker found himself in, a white circle that signified hope, and a red background which represented the sacrifice and work the UFW would have to suffer in order to gain justice. Their official slogan was "Viva La Causa" (Long Live our Cause). César wanted to build a strong union that could fight for justice.

The Famous Delano Grape Strike

Poster Copyright United Farm Workers

United Farm Workers Organizing Committee's Huelga poster.

"When you have people together that believe in something very strongly, whether it be politics, unions or religion — things happen." César E. Chávez

Strikers in the field in the early morning during the grape strike in 1973. *Photo Copyright © Manuel Echavaria*

In 1965, César and the NFWA joined the Agricultural Workers Organizing Committee, a Filipino farm worker organization, in the famous Delano Grape Strike. The two organizations targeted the Schenley Industry, the Di Giorgio Corporation, S&W Fine Foods, and Treesweet, all growers who grew crops in the fertile fields of California and employed thousand of farm workers. The strikers wanted contracts that would force the growers to follow certain rules regarding hiring, better working conditions, better pay, and control of pesticides. They also wanted the growers to give them respect and dignity in the fields. The growers did not want to spend money on the improvements, so they growers fought the strike.

The two farm worker organizations joined to form the United Farm Workers Organizing Committee (UFWOC). When UFWOC went on strike, the members refused to work and they picketed the fields with signs and flags trying to get other workers in the fields to join the strike. The growers brought in strikebreakers to harass the picketers, sprayed the picketers with pesticides, and used shotguns and dogs to frighten them. Most of the strikers remained on the picket lines, and César reminded them constantly that they were not to use violence of any kind. César said that nonviolence was more powerful than violence, and that it was the only way to win peace and justice. César taught the union members how to react and act peacefully, even when the growers used violence against the strikers. César had studied Gandhi's use of the power of nonviolence in his struggle for social justice in India, and César deeply believed that the strike would have to be one of nonviolence if they were to win.

The Boycott

"There is no turning back. We are winning because ours is a revolution of the mind and the heart." César E. Chávez

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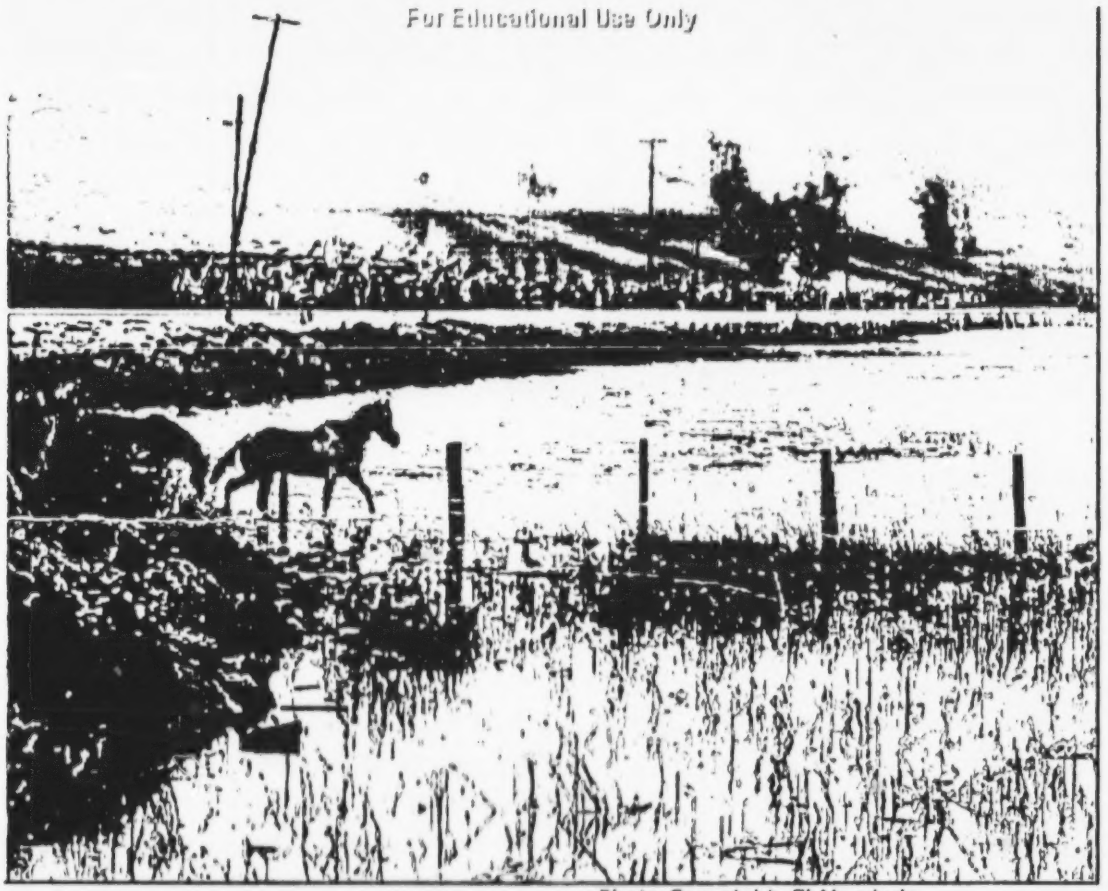
Picket line at grape strike in Coachella in 1973. *Photo Copyright, El Macriad*

Hundreds of people of all colors and faiths came to Delano to help with the grape strike. Many churches of all different faiths supported the strike. César thought that all religions were very important and he welcomed their support. The national media (television crews, news papers reporters, and writers for magazines) covered the use of violence by the growers against the nonviolent striking farm workers. NBC aired a documentary called "The Harvest of Shame" that showed how farm workers were forced to live in poverty. Millions of Americans and political leaders saw that César was fighting for the justice that America promises all of its citizens. Other labor unions supported the strike. César called for a national boycott of grapes, during a boycott the growers loose money because in a boycott people stop buying the food that the growers sell in the supermarkets. Eventually the growers are forced to negotiate with the farm workers. César believed that the American people had a sense of justice and he was right. Millions of Americans supported the boycott and stopped buying grapes because they understood the injustices that the farm workers suffered.

The March

"There is enough love and good will in our movement to give energy to our struggle and still have plenty left over to break down and change the climate of hate and fear around us." César E. Chávez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Farm workers and other supporters march past a field on their way to Stockton.

In 1966, César organized a 340-mile march from Delano to Sacramento, California, in order to get support for the strike from the public, other farm workers and the Governor. Although César's feet were swollen and bleeding, he continued to march. When the march reached Stockton it had grown to 5,000 marchers, it was then that the growers contacted César and agreed to recognize the union and sign a labor contract that would promise better working conditions and higher wages. This was the first contract ever signed between growers and a farm worker's union in the history of the United States, but César's work had just begun.

César's First Fast

"The fast is a very personal and spiritual thing, and it is not done out of recklessness. It's not done out of a desire to destroy yourself, but it is done out of a deep conviction that we can communicate with people, either those that are for us or against us, faster and more effectively spiritually than any other way."
César E. Chávez

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Photo by John Kouns, Courtesy of César E. Chávez Foundation
César breaking his fast with Robert Kennedy,
UFW supporters, his wife Helen, and his mother Juana.

In 1968, César went on the first of three public "fasts" to protest the violence that was being used on both sides of the strike. When César fasted, he would stop eating in order to gain spiritual strength and communicate with people on a spiritual level. People from all over the United States felt the importance of his fasts; his quiet sacrifice spoke to many people about the injustice that existed for farm workers. In 1968 when he ended his fast, 8,000 people including Robert Kennedy were there to support him. The media would cover his fasts and he would receive letters of support from politicians, religious leaders, and civil rights leaders like Martin Luther King Jr.

Four More Years of Striking

"Our struggle is not easy. Those that oppose our cause are rich and powerful, and they have many allies in high places. We are poor. Our allies are few. But we have something the rich do not own. We have our own bodies and spirits and the justice of our cause as our weapons." César E. Chávez

César had won his first contract, but there were still many growers in California who had not recognized the UFW, (formerly the UFWOC) and for the next four years, the union continued to nonviolently strike against the growers. The UFW continued to grow in strength because of the national boycott. It also grew because César built a national coalition of students, middle-class consumers, trade unionists, religious groups, and minorities including: Latin Americans, Filipinos, Jews, Native Americans, African Americans, gays and lesbians. César's quiet dedication and sacrifice had inspired many to help the UFW. Dr. Martin Luther King, Jr. sent César a telegram stating that he and César were united because they both had the same dream for a better tomorrow. By 1970, 85% of all the growers in California had signed contracts with the UFW. César E. Chávez, a gentle man of vision, had worked to revolutionize the relationship between growers and farm workers. He had started a nonviolent movement that demanded civil rights and economic justice.

"You and your valiant fellow workers have demonstrated your commitment to righting grievous wrongs forced upon exploited people. We are together with you in spirit and determination that our dreams for a better tomorrow will be realized." Dr. Martin Luther King Jr.

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1970-1993

Photo Copyright © Jocelyn Sherman
César marching in support of the grape boycott. Martin Sheen is on the left.

From 1970-1980, César and the UFW continued to boycott and strike for farm workers' rights and the control of dangerous pesticides that are sprayed on crops. Although César won many victories, the struggle for justice, fair treatment, respect, and dignity were always in jeopardy. However, César never gave up. He kept working and had faith that people united could create a better world. In 1975, due to César's efforts, the Supreme Court outlawed the short-handed hoe that had injured the backs of thousands of farm workers that were forced to use it. In June of 1975, the UFW sponsored a farm-labor law with the support of growers. Governor Brown signed into law the Agricultural Labor Relations Act that gave farm workers the right to organize a union and hold to elections. The Agricultural Labor Relations Act remains the strongest law nationwide protecting the rights of farm workers. By 1978, the union had 100,000 members and had won a contract with the largest lettuce grower in the United States.

In the 1980s, César traveled to the midwest and the eastern states in order to teach people about the dangers of the pesticides being sprayed on crops. The pesticides caused cancer and birth defects in the children of farm workers. César went on a 36-day fast for "fast for life" to draw attention to the harmful effects of pesticides. Thousands of people supported him by continuing his "fast for life" in 3-day contributions that were passed on from one person to another. In the end, the growers listened to his concerns and began reviewing their use of pesticides. The State of California also revised its use of pesticides because of his efforts.

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Photo Courtesy of United Farm Workers

A crop duster is spraying a field in Delano with pesticides, while farm workers are working in the field in 1969.

In the 1990s, César recovered from his fast and continued to boycott of grapes. In 1992, he received an honorary Doctorate Degree from Arizona State University and attended graduation ceremonies. He was very proud of the honor because he believed that education is very important, and his dream was that all children should have the opportunity to get a quality education.

His Death

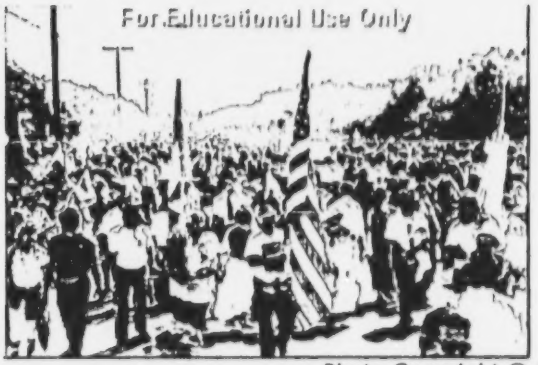

Photo Copyright © Jocelyn Sherman

Many people came to César's funeral.

César E. Chávez worked right up until the night he died peaceful in his sleep. He died on April 23, 1993 in San Luis, Arizona. He was in Arizona helping lawyers fight a lawsuit against he UFW. His funeral was held on April 29, 1993 in Delano, California, and more than thirty thousand people followed his simple pine casket for three miles. It was their last opportunity to march with a humble man of great strength and vision that had bettered the lives of many people.

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His Legacy

"Once social change begins, it cannot be reversed. You cannot uneducated the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the person who is not afraid anymore. We have looked into the future and the future is ours." César E. Chávez

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Photo by Ann Benson, Courtesy United Farm Workers
César and young volunteers are sitting on the steps with his dog, Huelga.

César E. Chávez will be remembered as a leader and for his dedication to justice, nonviolence, and service to others. He is an American hero who will continue to inspire people to respect life, stand up for justice, and to work together for the good of humanity.

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Awards

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Photo Courtesy of César E. Chávez Foundation

Helen Chávez is accepting César's Presidential Medal of Freedom from President Bill Clinton at the White House ceremony.

The State of California has declared César E. Chávez's birthday, March 31, a State Holiday to celebrate his life and work. In the spirit of César E. Chávez Day, public schools in the State of California will teach service to others and celebrate the life and work of César E. Chávez. In 1994, President Bill Clinton posthumously awarded César E. Chávez the Presidential Medal of Freedom Award, the highest civilian award. Helen Chávez accepted the honor at the White House in Washington, DC. In 1990, César was awarded the Aguila Azteca, the highest civilian award by the Mexican government. In 1992, he was granted an honorary Doctorate by the University of Arizona. Many schools and streets are so named to honor the legacy of César E. Chávez.

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